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ABSTRACT

Prepared as Book One of a focused evaluation report submitted to the North Central Association (NCA), this document describes activities undertaken by New Mexico State University's two-year branch campus at Carlsbad to respond to concerns and suggestions from a 1992 NCA site visit. Following introductory materials on the process used to prepare the evaluation, actions taken to address 21 NCA concerns are described, including concerns related to the failure of the college mission to play an adequate role in planning; an unclear relationship between the state and local boards; a perceived lack of autonomy at the local level, hampering institutional effectiveness; the existence of course syllabi that do not reflect the development levels expected of postsecondary education; unstructured and voluntary faculty responsibilities for academic advisement; the lack of a comprehensive plan to attract students; the need to link program assessment more directly into the planning and budgeting processes; the lack of concrete data collection on entering students' goals and skills; and occupational and transfer program reviews that do not follow standard processes. College responses are then provided for 10 NCA suggestions, including the following: the college mission statement and purposes should be formally reviewed, the college should develop better documentation of teacher effectiveness; a standard form for course syllabi should be considered; more student counseling should be provided; the registration process should be more responsive; and professional development should be enhanced. (HAA)

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FOCUS VISIT

BOOK ONE

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INTRODUCTION

"In the introduction the Institution briefly cites the Commission action or policy that prompted the evaluation, discusses the process by which the report has been prepared, and explains the organization of the report". (NCA: A Guide to Self-Study for Commission Evaluation)

Commission Action

In April of 1992, the NCA Comprehensive Evaluation Visitation Team charged with the review of New Mexico State University-Carlsbad's *Self-Study* completed their on-site visitation. The team issued a report recommending continuation of NCA accreditation for NMSU-Carlsbad, and calling for the next comprehensive evaluation to be scheduled for 1998-99 (see Appendix I).

The team also called for a focused evaluation in the following statement:

> "New Mexico State University at Carlsbad is scheduled for an evaluation in 1994-95 focused on its student academic achievement and program quality and its institutional administration". (Affiliation Status of New Mexico State University at Carlsbad, p.2, addendum to "*Report of a Visit to New Mexico State University at Carlsbad*").

In recommending the focused evaluation, the team cited twenty-one "Concerns" and offered ten "Suggestions" for the institution.

Process by Which the Report Has Been Prepared

Following the receipt of the evaluation team's report, NMSU-C Provost Dr. Douglas Burgham, acting in his role as CEO, held an all-college meeting to discuss the findings of the team, and to begin planning for the focused evaluation.

One faculty member, Dr. Douglas Dinwiddie, Associate Professor of Social Science, and one administrator, Ms. Sharon Souter, Director of the Nursing Program, were asked to serve as Co-Chairpersons for the focused evaluation.

The Chairpersons, working with the Provost and other Administrators, including the Associate Provost for Instruction, the Assistant Provost for Student Services, and the Assistant Provost for Business Affairs, formed two committees: The Student Academic Achievement Assessment Committee, chaired by Ms. Souter, and the Focused Visit Committee, chaired by Dr. Dinwiddie. The committees included representatives from the various governance committees within

the institution, plus members of the community. Care was taken to include students, professional and clerical staff, as well as faculty participation in the committees (see Appendix II).

A third committee was formed for the purpose of developing a new Mission and Goals Statement. This committee included broad participation from the community as well as the campus. Students, faculty, administration and classified staff were represented on the Mission and Goals Committee.

During the Fall semester of 1993, the new Mission and Goals Statement was completed, after receiving considerable input from all segments of the college community. The statement was presented to the faculty, staff and administration and was subsequently adopted on campus, as well as by the Board of Regents of NMSU in December of 1994 (see Appendix III).

Proceeding from the newly adopted Mission and Goals Statement, the NCA committees then undertook to examine how the concerns and suggestions from the 1992 NCA evaluation were being addressed. The NCA committees assigned the concerns and suggestions to the appropriate governance committees for further discussion and review. A standard reporting form was devised, whereon each governance committee could provide evidence of how each concern and suggestion was being addressed.

In the meantime, the full faculty addressed certain concerns, including the need for a standardized syllabus format and the adoption of general education graduate outcomes. Several Friday afternoon workshops were held for the purpose of developing and adopting the graduate outcomes, and for devising and adopting a standard syllabus format. Those tasks were successfully completed, and were adopted with the Fall 1994 semester.

Using the information gathered from the special committees, the governance committees, the administration, staff, students and faculty, the NCA Report Chairpersons organized the information for the report, and began drafting the first version of the document during the Summer of 1994.

With the start of the Fall semester, the faculty agreed to expand the focus report to include a study of progress made throughout the College since the 1992 NCA visit, in regard to the *Five Criteria for Accreditation and the General Institutional Requirements*.

Another committee was formed, and designated the NCA Planning Committee (see Appendix II). Its function was to coordinate output from the Student Academic Achievement Assessment

Committee, the Focused Visit Committee, and the institution-wide study of progress. The planning committee's major task was the production of the final Report to be submitted to the NCA.

In late October the campus hosted a visit by Dr. Mary Breslin of the Chicago office of NCA (see Appendix IV). Dr. Breslin visited the institution in the capacity of a consultant. She spent one entire day visiting with the various NCA committees and the faculty, staff, administrators and students. She reviewed the progress made to that point by the campus, and offered comments and advice on the process. In general, Dr. Breslin's response was complimentary and encouraging in regard to the efforts made by the institution.

Following the visit by Dr. Breslin, the campus community continued its efforts to finish the Focus Report and to provide an update on changes within the institution since the 1992 visit, incorporating the suggestions made by Dr. Breslin.

The report is organized into four books. Book One addresses the Institution's response to the "Concerns and Suggestions" cited by the 1992 NCA Visitation Team. Book Two addresses the Institution's Compliance With the General Institutional Requirements (GIR's) and the Five Criteria for Accreditation, as well as, a summary of Institutional progress over the past three years. Book Three contains the various appendices referred to in Books One and Two. Book Four addresses the Institution's plan for Assessing Student Academic Achievement.

FORMAT USED IN THIS REPORT TO ADDRESS NCA'S EARLIER CONCERNS AND SUGGESTIONS

Responses to the "Concerns" and "Suggestions" raised by the 1992 NCA Visitation Team are organized in this manner:

Each Concern was assigned a number in the order it appeared in the *Report of a Visit to New Mexico State University at Carlsbad*, e.g. the first Concern was called "C 1", the second "C 2", etc. Following the number, the Concern is stated exactly as it was written in the Report. The page number from the Report, on which the Concern is stated, is provided.

Under the Concern statement the following headings are used:

Status of Concern in 1992

This summarizes the situation regarding the Concern as it existed at the time of the 1992 visitation by NCA.

Steps Taken to Address the Concern

This delineates the actions taken to address the Concern by the Institution and appropriate personnel.

Steps to Be Taken to Address the Concern

This section delineates any steps that are still planned to address the Concern, but which have not yet occurred at the time the report has been prepared.

NMSU-C Governance Committee Monitoring Concern

This section indicates which standing committee(s) within the Institution's governance system will have the responsibility to monitor the Concern over time. The committee(s) will have the responsibility of recommending further revision in the way the Concern is being addressed.

Under the Suggestion statement the following heading is used:

Response to Suggestion

This section describes the steps taken to consider and/or to implement the Suggestion.

CONCERNS LISTED BY NCA IN 1992

C 1. The mission and purpose of the Institution do not play an adequate role in planning.

C 2. The relationship and roles of the Board of Regents and local Carlsbad Advisory Board respectively were not clear.

C 3. The academic administrative structure hinders faculty recruitment and evaluation and program review.

C 4. The Institutional effectiveness is hampered by the perceived lack of autonomy at the local level.

C 5. The College's institutional research and management information system functions should be more of an integral part of each administrative area.

C 6. Course syllabi do not reflect the level of development expected of a post-secondary higher education institution.

C 7. In some instances the College catalog does not provide the student with recommended course sequences or when courses are typically offered.

C 8. There is a lack of clearly stated program objectives.

C 9. Faculty responsibilities for academic advisement are unstructured and voluntary.

C 10. The Institution lacks a comprehensive coordinated plan to attract students to its various programs.

C 11. The College's planning and budget functions lack coordination and integration in the College's mission.

C 12. Program assessment and evaluation should feed more directly into the planning process and in turn into the budget.

C 13. There is no concrete data collection of the educational goals and/or abilities of students entering NMSU-C; therefore, no measurable outcomes of academic achievement can be determined.

C 14. Assessment of student academic achievement in not well-defined.

C 15. Development of student program goals and objectives, and evaluation services need more delineation.

C 16. A review of some program advisory committee minutes found little more than discussion of what courses should be offered for an upcoming semester and what faculty would be available to teach.

C 17. The occupational and transfer program reviews do not follow a standard process.

C 18. The College catalog and student handbook do not contain the Student Code of conduct, Discipline Policies and Grievance Procedure.

C 19. The *Self-Study* did not provide a guide for Institutional improvement.

C 20. The *Self-Study* process should involve more assessment.

C 21. The College's strategic planning needs to be reviewed and updated, involving the total College community.

SUGGESTIONS LISTED BY NCA IN 1992

S 1. The College mission statement and purposes should be formally reviewed.

S 2. The College should develop better documentation of teacher effectiveness.

S 3. A facilities/room utilization study, including a review of location and responsibility for various programs and services, should be undertaken.

S 4. A standard format for course syllabi should be considered.

S 5. An alumni survey needs to be conducted a part of evaluating student outcomes.

S 6. A comprehensive student survey of both day and evening students' needs for support services should be conducted.

S 7. Consider establishing a physical focal entry point for visitors and enhancing the signage for the campus.

S 8. The College should address the minimal level of student counseling being provided.

S 9. The student registration process and records available needs to be more responsive to student needs and requests.

S 10. Faculty and administrative professional development related to their respective disciplines and program responsibilities should be heightened.

DISCUSSION

(C 1)
CONCERN: "The mission and purpose of the Institution do not play an adequate role in planning". (*Report of a Visit, p. 6*)

Status of Concern in 1992:

The NCA visitation team did not perceive adequate linkages between the stated mission and the planning process, as described under the various committees and other entities outlined in the Report.

At the time of the 1992 NCA Visit, planning took place within the College's committees, governance structure, and in concert with administration. The 1992 *Self-Study* did not clearly demonstrate how the Mission and Goals fed into the planning decisions reached by the College governance system. The Mission Statement in place at NMSU-C in 1992 was vague, was not uniformly applied across the campus, and was not tied to a planning process.

Steps Taken to Address the Concern:

The NCA visitation team's observation was both valid and valuable. The College acknowledged the need to reflect its evolved role as a comprehensive community college in its Mission Statement, and took steps in early 1993 to rewrite it.

In early 1993, a committee was formed for the purpose of re-writing the Mission and Goals Statement for NMSU-C. The committee was broadly representative of the NMSU college community as well as the service area. Through a process that covered several months and many meetings, a new Mission and Goals Statement was developed, utilizing input from the campus community at large as well as the membership of the committee. That product was then submitted and subsequently approved by the college community. It was presented to the campus' Local Advisory Board in April of 1993, and was then submitted to the Board of Regents of New Mexico State University for formal adoption at their December 1994 meeting.

Also in the Spring of 1993, a task force completed the job of developing a new college-wide governance system, establishing a new committee framework (see Appendix V). Operating through a steering committee, various committees with designated areas of responsibility handle issues facing the Institution. One of the new committees

is designated as *Institutional Planning and Assessment*, and is charged with monitoring and initiating institutional planning processes. That committee, composed of administrators, faculty, staff, and one student, is responsible for aligning the long-range planning for the College with the newly-approved Mission and Goals Statement.

Due to the broad-based participation of both the campus and the service area's representatives in the development of the new Mission and Goals Statement, the campus and community shares a wider understanding of the Institution's Mission and Goals. This wider understanding will be reflected in the planning and decision making process throughout the governance system.

NMSU-C has initiated a campus-wide strategic planning and budgeting process that closely aligns environmental scanning of the community's needs and potential with the Institution's Mission and Goals, and permits re-examination of both the mission and budgeting processes on a biennial basis.

Steps To Be Taken to Address the Concern

The College governance system, as described and adopted since the 1992 NCA visit, provides a framework for constant feedback on the Mission and Goals of the Institution. Additionally, the advisory boards that are either in place or being developed for specific programs will be in a position to monitor the progress of the Institution in fulfilling its Mission and reaching its Goals. The campus-wide assessment package currently in development will strengthen the ability of the Institution to measure its fulfillment of the Mission and Goals through specific assessment tools, and will allow more consideration of quantifiable information with regard to the success of the College in meeting its stated purposes.

NMSU-C Governance Committee Monitoring Concern

Institutional Planning and Assessment.

(C 2)

CONCERN: "The relationship and roles of the Board of Regents and local Carlsbad Advisory Board respectively were not clear." *(Report of a Visit, p. 8)*

Status of Concern in 1992:

In 1992, as now, NMSU-Carlsbad operated as a branch campus of New Mexico State University, which is located in Las Cruces, some 200 miles west of Carlsbad. The NMSU Board of Regents is appointed by the Governor, and sets policy for the NMSU system.

The Carlsbad Advisory Board is composed of the members of the Carlsbad Board of Education of the Carlsbad Public Schools. The Board in place in 1992 was the same as present. The only difference has been the replacement of individuals on the boards, through appointment and (in the case of the School Board) election.

This relationship was not explained to the satisfaction of the 1992 NCA Visitation team.

Steps Taken to Address Concern:

The NCA Focus Visit Committee instructed the Institutional Planning and Assessment Committee of NMSU-Carlsbad to confer with the Provost to investigate ways in which the roles of the Board of Regents and the Advisory Board might be explained more clearly.

As a result, an organizational chart (See Appendix XII) with descriptions and explanations is included with this Report. The Advisory Board is now being informed of new developments and status of the campus on a quarterly basis, by the Provost. An agenda of the December 1994 Advisory Board Meeting and an attached copy of the *Operating Agreement between New Mexico State University at Carlsbad and the Carlsbad Municipal School District* is included as Appendix IX.

Steps to Be Taken to Address the Concern:

The Campus Provost is charged with monitoring this concern. A clear description of the roles of the Board of Regents and the local advisory boards shall be included in all future catalogs, program handbooks, and other appropriate publications of the Institution.

NMSU-C Governance Committee Monitoring Concern

Institutional Planning and Assessment.

(C 3)
CONCERN: "The academic administrative structure hinders faculty recruitment and evaluation, and program review". *(Report of a Visit, p. 10)*

Status of Concern in 1992:

The visitation team perceived that the Associate Provost for Instruction had too many duties, resulting in a situation in which insufficient time was available for meaningful faculty recruitment and evaluation. The Associate Provost in 1992, as now, reported directly to the Provost. Faculty evaluations were carried out annually, involving a process by which faculty submitted an annual self-evaluation complete with individual and personal goals and objectives for the coming academic year. The Associate Provost reviewed each faculty member's goals and objectives, and then met with the faculty member to discuss the evaluation and to assist in setting the faculty member's individual goals and objectives for the next academic year. The self-evaluation was then forwarded to the Provost for further review, after which the faculty member conferred with the Provost, agreed or disagreed with the Associate Provost's comments, and signed the final document to acknowledge the discussion had occurred. Each evaluation was then forwarded to the Dean of Human and Community Services on the Las Cruces campus.

Faculty recruitment involved the advertising of faculty positions in newspapers and in the *Chronicle of Higher Education*. It was the Associate Provost's responsibility to oversee the formation of screening committees, set up interviews and monitor the entire process to the point at which the position was to be offered.

In the area of program review, each program was reviewed on a rotating basis. General guidelines for program review were in place, and the Associate Provost was responsible for conducting the review. While general guidelines were in place, there was no consistent methodology for the process.

Steps Taken to Address the Concern:

Six academic initiatives were adopted to address issues of (1) comprehensive planning and budgeting, (2) improvement of communications on and off campus, (3) creation of a *triad of excellence* in instruction, scholarship and public service, (4) ensuring excellence in faculty development and scholarship, (5) excellence in public service, and (6)development of an environment

which stimulates, ensures, and communicates excellence in the total well-being of all campus constituents. (See Appendix VI for the total text of the *Initiatives* as adopted).

The Associate Provost for Instruction also revised the procedures for conducting searches and interviews for prospective new faculty. Both full and part-time faculty were involved in the screening of applicants, by way of selected committees. Focus committees were formed for the purpose of selecting candidates for on-campus interviews, conducting reference checks, participating in the interviews, and providing the administration with an assessment of strengths and weaknesses for each candidate.

There was a general consensus among the faculty, both full- and part-time, that they were genuinely and constructively involved in the recruitment and hiring of new faculty. A formal evaluation of the process is planned, involving a survey of participating faculty and the successful candidates for the positions.

In November of 1993, the position of Associate Provost for Instruction was filled, after being vacant for approximately 18 months. During the Spring semester of 1994, the new Associate Provost for Instruction presented a proposal for the organization of programs, including revised strategies for internal considerations of faculty recruitment and evaluation, within the College. The initiative (developed by the Associate Provost for Instruction and approved and adopted by the faculty), organized the academic disciplines into four *clusters*: (1) Science, Mathematics, and Engineering, Environmental and Manufacturing Technologies; (2) Communication Arts, Business Studies and Teaching, Developmental Studies; (3) Social Sciences, International Relations, and Special Studies; and (4) Nursing, Allied Health, and Wellness. Three major goals drove adoption of the *cluster* structure:

(1) To promote a more comprehensive approach to the recruitment, advisement, retention, and assessment of students.

(2) To promote a more comprehensive approach to the enhancement of the educational environment by inviting the full participation of all faculty in decisions concerning curriculum revision, student achievement assessment, course and classroom scheduling, instructional support services, grant

solicitation, budget preparation, library acquisitions, and textbook selections.

(3) to promote a more comprehensive approach to mentoring students and adjunct faculty so that both groups become full stakeholders in helping the student to access and use the educational resources of NMSU-C wisely and fully (see Appendix VII).

Effective Fall 1994, faculty will develop their goals and objectives within the context of the new *cluster* system. *Cluster* goals and objectives flow into the comprehensive plan of the Institution, and personal goals and objectives of faculty will, in turn, feed into the *cluster* plan. It is anticipated that this system will provide a cohesiveness not previously present in terms of overall planning within the academic systems of the Institution. The Six Initiatives will provide a guide for development of *cluster* and personal goals as well as those of the Institution as a whole.

The *cluster* structure was implemented during the Fall Semester of 1994.

Steps to Be Taken to Address the Concern

The Academic Interests Committee, the Faculty Interests Committee, the Student Interests Committee, and the Institutional Planning and Assessment Committee will all have input into the assessment of the academic administrative structure over the coming years. Working through the institutional governance system, feedback will be gathered as part of the ongoing institutional assessment, and changes can be planned and implemented as necessary.

A decision will be made by faculty with regard to a peer evaluation process, which would be incorporated into the overall process of faculty evaluation. A proposal that would involve the faculty in peer review will be advanced through the Institutional governance system.

Program review cycles will be closely aligned with those of Las Cruces, for most liberal arts associate programs, and with those of the *National League of Nursing* for nursing programs and with those of the *State Vocational-Educational Board* for certificate and vocational-educational programs.

NMSU-C Governance Committees Monitoring Concern

Faculty Interests; Academic Interests; Student Interests; Institutional Planning and Assessment

(C 4)

CONCERN: "The Institutional effectiveness is hampered by the perceived lack of autonomy at the local level". *(Report of a Visit, p. 10)*

Status of Concern in 1992:

In 1992, as now, NMSU-C operated as a branch campus of New Mexico State University. However, NMSU-C maintains considerable latitude in regard to class scheduling, frequency of course offerings, faculty recruitment and retention, outcomes assessment, budgeting, and myriad other academic and administrative responsibilities and initiatives.

The observation by the 1992 NCA visitation team that faculty appointments were approved by Las Cruces faculty was in error. Full-time faculty hiring and utilization are at the discretion of the Carlsbad campus. College Instructors (*i.e.*, part-time faculty) are identified and assigned by the NMSU-Carlsbad campus, following approval of the instructors' academic credentials by the appropriate academic departments on the Las Cruces campus.

The 1992 report and on-site visit failed to communicate the degree of autonomy and latitude enjoyed by NMSU-Carlsbad, creating an impression among the visiting team that our relationship with the Las Cruces campus was perceived more negatively than in fact it was.

Steps Taken to Address Concern:

As part of preparations for the 1995 focus visit, the Institution embarked on the re-writing of its Mission and Goals Statement, utilizing the input and expertise of administrators, faculty and staff, students, and members of the community. The result was a new Mission and Goals Statement which more clearly sets out the purposes of the Institution.

Working from that new document, long range planning, the creation of an assessment plan, the adoption of a standard campus-wide syllabus format, and the formulation of vision statements for each discipline area were undertaken.

The faculty also accepted an organization of its academic offerings as proposed by the Associate Provost, which grouped the faculty into "clusters" by discipline. One expected outcome of the organization is a strengthening of the coordination and esprit within disciplines on the

local campus, extending to a more systematic relationship with departments, administrators, and colleagues on the Las Cruces campus.

Many faculty have elected to include as part of their personal "goals and objectives" for the coming year to improve their communication and relationships with their colleagues on the Las Cruces campus.

In response to student requests to offer more daytime courses, an effort was made to add more morning and afternoon classes. One immediate observation was that day time students took advantage of this new opportunity to enroll in several classes. There is an ongoing collection of input and assessment from students and other stakeholders.

Steps to Be Taken to Address the Concern:

Each cluster will monitor its relationship with appropriate departments on the Las Cruces campus. The Academic Interests Committee, the Faculty Interests Committee, and other committees as appropriate will continue to monitor this concern from the faculty perspective.

The administrators on the Carlsbad campus will also be attuned to progress and developments in this area, and will continue to work with the faculty, students and other stakeholders to improve this aspect of the operation.

NMSU-Carlsbad enjoys numerous benefits from its affiliation with NMSU-Las Cruces. Faculty are free to select their own texts for courses. They are empowered to offer lower division courses that have been included in the Las Cruces catalog. Interim courses developed on the local campus are included in the approved curriculum from Las Cruces, as are topics courses. Faculty are eligible for the Donald C. Roush Award for excellence in teaching, which was created on the Las Cruces campus. Faculty are listed in the Las Cruces campus catalog, and are eligible for tenure and promotion according to provisions developed in Las Cruces. The Institution benefits from the prestige of being affiliated with the state's second largest university. Branch faculty can enjoy peer contact with their colleagues on the Las Cruces campus, as well as the other branches at Grants, Alamogordo and Dona Ana. Academic standards in many courses are based on those of the four-year campus. The NMSU-C campus is accredited separately, resulting in more attention to quality in all aspects of the

Institution's mission than is the case in some two-year Colleges. The College is empowered to offer honors courses developed on the Las Cruces campus (honors course offerings on the Carlsbad campus require departmental approval from Las Cruces, unlike courses in the regular curriculum). Additionally, NMSU-C offers courses unique to its programs; for example, nursing courses are unique from those offered on the Las Cruces, Alamogordo or Dona Ana campuses.

Steps to Be Taken

An assessment package that better tracks students after they leave the Carlsbad campus is under development. For some programs, the inability of the Carlsbad branch to substitute courses offered on the local campus for other courses prescribed in degree plans developed on the Las Cruces campus continues to be a concern. This matter will continue to be addressed in order to reach a satisfactory solution.

NMSU-C Governance Committees Monitoring Concern

Faculty Interests; Academic Interests; Institutional Planning and Assessment

(C 5)

CONCERN: "The College's Institutional research and Management Information System functions should be more of an integral part of each administrative area". *(Report of a Visit, p. 10)*

Status of Concern in 1992:

Standard reports that were primarily demographic in nature were generated by the Las Cruces campus, and were made available to the Carlsbad Branch. In addition, reports prepared by the *Commission on Higher Education (CHE)*, part of the New Mexico educational system, were used to provide college persistence and transferability statistics.

Steps Taken to Address Concern:

Detailed information about student success and demographics has been downloaded from the data bank at the Las Cruces campus, and many reports have been generated for tracking student progress on a semesterly basis.

A data collection team was organized to identify the requirements of a student information system. A computer science faculty member was contracted to develop student persistence reports using the "cohort" approach. A data collection system has been established to utilize the ACT ASSET format.

Steps to Be Taken to Address the Concern

Efforts will continue in order to link faculty and administrative computing, to result in faculty access to student advisement information, such as transcripts, results of placement testing and declared majors.

The Institution will continue to examine the need for additional personnel in the areas of computing services, Institutional research, and the collection and use of information by way of electronic transfer. When those needs are clearly identified, and the budgetary process allows, additional personnel will be employed.

The campus will complete the adoption of the software package "Lone Star", a commercially-prepared student information database currently in use in the State of Texas. This package will be utilized in the longitudinal tracking of students.

The SPSS (Statistical Package for the Social Sciences) and SAS (Statistics for Applied Sciences) were acquired, to offer statistical support for the raw data gathered with the Lone Star program. Installation will be completed during the Spring of 1995.

NMSU-C Governance Committee Monitoring Concern

Institutional Planning and Assessment

(C 6)
CONCERN: "Course syllabi do not reflect the level of development expected of a post-secondary higher education Institution" *(Report of a Visit, p. 13)*

Status of Concern in 1992:

Each department, and in many cases each instructor, devised his/her own course syllabus. While these syllabi were filed with the Office of the Associate Provost, there was little actual oversight, resulting in a very wide variety of format, style, details and approach used within the syllabi. The NCA visitation team saw this as a weakness of the Institution, as reflected in the concern.

Steps Taken to Address the Concern:

During the Fall semester of 1993, the NCA report Co-Chairpersons and the Associate Provost for Instruction facilitated several faculty workshops to deal with issues related to the NCA visit. One of the first issues addressed was the need for a standard format for all syllabi.

The faculty was divided into working sub-groups within the workshops, and was asked to devise suggestions for a standard syllabus. Over the course of several weeks, a standard format was developed and adopted (see Appendix VIII). Effective with the Fall 1994 semester, faculty (with few exceptions) were required to follow the standard format. The full time faculty uniformly adopted the new format. Given the short turn-around time, part time instructors (referred to as "College Instructors" at NMSU-Carlsbad), were given the opportunity to wait until the Spring 1995 semester to adopt the new format.

The syllabi for all courses are kept on file in the administrative office area, and are accessible for reference by students and college instructors. Historic syllabi are located in the Office of the Associate Provost; current syllabi are available in the Office of Student Services, Office of the Associate Provost, the Library, and the bookstore for preview by students or other interested parties.

Among the details that each syllabus must now contain is a list of (1) the graduate outcomes that each course will partially satisfy, (2) teaching and learning objectives for the course, (3) student grading policies, (4) bibliographies, and (5) instructor office hours.

Steps to Be Taken to Address the Concern

The syllabus format will be reviewed periodically by program and through the Institutional governance system.

NMSU-C Governance Committee Monitoring Concern

Academic Interests

(C 7)

CONCERN: "In some instances the College catalog does not provide the student with recommended course sequences or when courses are typically offered". *(Report of a Visit, p. 13)*

Status of Concern in 1992:

The campus catalog was prepared under the direction of the Associate Provost for Instruction. Faculty members were annually requested to review catalog entries for their programs, disciplines and courses, and to suggest changes or updates. As indicated by the NCA Visitation team, not all programs provided sequences or information on when courses were offered.

Steps Taken to Address the Concern:

While the basic procedure for the catalog has remained intact, faculty have been made aware of this concern, and all programs have been advised to include suggested course sequences and to indicate when the courses will be offered.

Steps to Be Taken to Address the Concern:

The Associate Provost for Instruction is overseeing the production of the catalog, and is monitoring the response to the concern, in order to verify that the changes are being made. The catalog is being reformatted to make reading easier and to include an abridged version of the student handbook. The new format of the catalog will be more closely aligned with the advising check sheets utilized within the advising system implemented on campus. It will also include degree plans for programs offered outside NMSU including specific liberal arts and professional baccalaureate studies at the University of New Mexico, Eastern New Mexico University, and New Mexico Junior College.

The adoption of the *cluster* organization will improve coordination among programs and disciplines in the sequence and times of offerings.

NMSU-C Governance Committee Monitoring Concern

Academic Interests; Student Interests

(C 8)

CONCERN: "There is a lack of clearly stated program objectives". *(Report of a Visit, p. 13)*

Status of Concern in 1992:

Programs were not required to follow a standard format in describing their objectives. As a result, there was a large variety in the methods by which objectives were stated, and the extent to which programs provided clear descriptions of those objectives.

Steps Taken to Address the Concern:

The Associate Provost for Instruction has proposed a system through which program review will hold each of the Institution's programs accountable to standards accepted throughout the Institution for graduates, as well as for the review process itself.

During the 1993-94 academic year, the Institution developed and adopted nine graduate outcomes for all of its two year associate degree programs. Effective with the Fall semester of 1994, all programs that culminate in the associate degree must show how those outcomes are to be fulfilled in their curriculum.

In the case of the certificate programs, work is ongoing to delineate more clearly the expected graduate outcomes in each certificate program. Courses within certificate programs are expected to partially fulfill the graduate outcomes.

Expected outcomes of specific competencies, skills and knowledge are also identified for the successful completion of each course offered in the curriculum.

Steps to Be Taken to Address the Concern

The Institution has set a goal for itself that every program, whether culminating in a certificate or an associate degree, must have clearly defined program outcomes and objectives. This process is being overseen by the Associate Provost for Instruction.

NMSU-C Governance Committees Monitoring Concern

Academic Interests; Institutional Planning and Assessment

(C 9)

CONCERN: "Faculty responsibilities for academic advisement are unstructured and voluntary". *(Report of a Visit, p. 19)*

Status of Concern in 1992:

It is accurate that a great deal of student advising was done on a voluntary basis by faculty. There was more "structure" in place than may have been communicated to the NCA team.

All full-time faculty at NMSU-C provided academic advising to enrolling students twice per year at general registration. Faculty members advised in their area of teaching and related academic areas.

Faculty participate fully in academic advising during three pre-registration periods in October, April and August in support of the next term. During these times faculty members advise students who have declared a major in their teaching fields. During the Summer pre-registration period, held in August, and in support of Fall registration, the bulk of the advising is delegated to Student Services, Learning Assistance Center, and professional staff who are under contract during the Summer.

Steps Taken to Address the Concern

Considerable discussion has been devoted to the advising system in the governance committees. The adoption of the "cluster" system in the Fall of 1994 will facilitate the advising system through programmatic coordination among involved faculty.

The faculty has recommended through the committee system that steps be taken to broaden and improve faculty involvement in the advising process. One idea is to have periodic advising workshops for faculty in order to maintain and improve advisement skills.

Steps to Be Taken to Address the Concern

1. A long-range goal is to provide computer linkage between individual faculty offices and the Student Services Office to allow faculty to instantly and electronically retrieve transcripts, degree plans and other pertinent information regarding a student's academic program. This will enhance the individual faculty member's ability to accurately advise each student and to be available throughout

the academic year to students seeking academic counseling.

2. The Student Interests Committee has put forth two proposals that, if adopted, would lay the groundwork for a faculty-driven academic advising system during both the traditional academic year and also the Summer semester. The two proposals have been approved by the Campus Steering Committee and initial action has been taken.

   Training for all faculty advisors took place in December of 1994, and two subsequent workshops are planned for the Spring Semester of 1995 to prepare all faculty for advisement activities in the Spring 1995 semester.

3. The Assistant Provost for Student Services is continuing investigations of PC software packages to provide a degree progress audit system for use by advisors and students. If approved, implementation will begin immediately.

<u>NMSU-C Governance Committees Monitoring Concern</u>

Academic Interests; Faculty Interests; Student Interests

(C 10)

CONCERN: "The Institution lacks a comprehensive coordinated plan to attract students to its various programs". *(Report of a Visit, p. 21)*

Status of Concern in 1992:

The NCA visitation team was correct in its evaluation that no comprehensive coordinated plan was in effect to recruit students. Recruitment was carried out by way of occasional visits by NMSU-C personnel to nearby schools, and by way of newspaper advertising.

Steps Taken to Address the Concern

Since the 1992 visit by NCA, the Assistant Provost for Student Services has compiled a comprehensive list of the activities that are ongoing and completed by individuals or departments in support of recruiting.

Personnel from the NMSU-Carlsbad Career Development Center have carried out recruiting events in the Carlsbad and Loving schools. These have included presentations on career planning, choosing a college, financial aid and orientation to NMSU-Carlsbad. Follow-up visits to schools are held in the Spring each year to encourage students to enroll at NMSU-C.

Personnel from the College have also attended job fairs in Hobbs, and have met with GED test participants in Artesia.

Class schedules have been distributed to banks, post offices, libraries, public schools, and Chambers of Commerce in the service area.

Direct mailings to potential students are used at several times during the year. Students eligible for the Honors Program receive personal invitations.

Broadcast recruiting has also been developed, including a television ad that runs regionally on a Roswell, New Mexico television station. Radio and newspaper ads are purchased three times per year to emphasize upcoming registration periods. Articles highlighting new faculty and their areas of expertise are frequently placed in the local newspaper.

Tours of the NMSU-C facilities are also provided on request. At times the courtyard and auditoriums are utilized for public forums and special symposiums.

Community Service and Continuing Education programming (the non-credit program) are promoted by way of a brochure, titled *Kaleidoscope*, which is published three times per year. The brochures are disseminated through direct mailings, and by way of distribution at local stores, banks, the post office, library, and the schools.

In addition, the non-credit program is advertised in the newspaper, and by way of periodic press releases. Public service announcements are faxed to radio stations prior to each registration period.

The Learning Assistance Center (LAC) provides new students with orientation, and helps retain students through a variety of study skills workshops, extra tutoring, and general academic assistance.

The Ad Hoc Marketing and Advertising Taskforce was formed for the purpose of continuing to monitor the concern regarding recruitment. This committee brings together the stakeholders in the recruitment process who control funds earmarked for the promotion of programs and services. One goal of the Taskforce is to continue to develop a plan that minimizes the duplication of effort and effectively targets our respective audiences.

NMSU-Carlsbad has become involved in the MESA (Mathematics Engineering Science Achievement) Program, which is designed to increase the number of under-represented ethnic minorities in the professions related to the fields of mathematics, engineering and science. The College follows the program requirements, which include a minimum GPA of 2.0, a commitment to annually improve the GPA, and the constant striving for outstanding achievement and academic excellence.

Other recruiting tools include the opportunity for qualified students to take part in various competitions and to enroll in the Honors Program. Among the competitions available are the highly successful welding contests sponsored by statewide and national vocational groups. The NMSU-C welding program has been remarkably successful, with students from the Institution winning seven first place, two second place and three third place prizes in statewide competitions since 1981. In 1989, one NMSU-C student captured second place in the National competition for welders in the Welding Skills Division.

Other competitions include the Business Policy Games where outstanding students from the Pre-Business program compete against other community College students in a market simulation. Based on market situations, the

students make pricing, production, financing, advertising and compensation decisions.

The Honors Program was revived at NMSU-C effective with the Fall semester 1994. Entering students with an ACT score of 26 or higher, and continuing students with a minimum GPA of 3.5 are eligible to enroll in honors courses that feature team teaching and seminar-style class sessions. The Institution intends to expand and improve the program as it grows over the coming years. It is anticipated that the Institution can improve its recruiting of highly motivated and qualified students through such tools as the Honors Program and the various academic and skill competitions.

NMSU-C is currently negotiating an articulation agreement with the Carlsbad School District to permit high school seniors to attend classes on the campus during the day, when enrolled in electronics technology courses at the 100 level. Tech-Prep is available in the areas of secretarial administration and computer science.

Steps to Be Taken to Address the Concern

1. Adoption of the goals of the Ad hoc Marketing and Advertising Task Force by the Provost, faculty and College community.

2. Continuance of evaluation process to determine the effectiveness of the advertising expenditures by all cost centers across the campus.

3. Standardization of appearance and style of all publications that are produced to market the services of the College.

4. Development of a Strategic Enrollment Management Plan for the campus.

NMSU-C Governance Committees Monitoring Concern

Institutional Planning and Assessment; Student Interests; Academic Interests

(C 11)
CONCERN: "The College's planning and budget functions lack coordination and integration into the College's mission. *(Report of a Visit, p. 27)*

Status of Concern in 1992:

In 1992, a new budgeting process was under development. Contrary to previous practice, faculty were being brought into the process for the first time. That involved a projection of needs by discipline over the coming one to two years. Due to the relatively untried nature of the process, there was not a clear linkage of the process to the mission at that time.

Steps Taken to Address the Concern:

During the 1994 Spring semester, the Associate Provost for Instruction introduced new methodology for implementing a de-centralized and campus-wide planning and budgeting process. The process monitors the changing demands of the external community and identifies trends in developments that will affect the Institution's role and mission to the community. It involves the entire campus and its stakeholders in setting priorities for the utilization of its resources and the implementation of new initiatives and programs through the year 2000.

The faculty representing each discipline have developed a "Vision Statement" that is tied to the newly-adopted Mission and Goals for the Institution.

Steps to Be Taken to Address the Concern

Each step of the budget process, from projection of needs through actual commitment of funds, is to be linked to progress toward the "vision" for the discipline. This process will provide for strong linkage of the budget effort to the Mission of the College. The process is being developed in stages, with increased faculty input as only an early step in broadening the involvement of the entire campus community. An example of the involvement of faculty in the budgeting process is the input they are now providing regarding the needs for additional faculty positions within the clusters.

NMSU-C Governance Committees Monitoring Concern

Institutional Planning and Assessment; Instructional Resources

(C 12)

CONCERN: "Program assessment and evaluation should feed more directly into the planning process and in turn into the budget". *(Report of a Visit, p. 29)*

Status of the Concern in 1992:

Program review was done on a rotating basis, with each program reviewed according to a schedule established by the Associate Provost for Instruction. Each program was reviewed separately, and a standard format was not generally used. Therefore, the type and quantity of actual assessment used varied a great deal from program to program.

Steps Taken to Address the Concern:

In the Spring semester of 1994, faculty accepted six initiatives proposed by the Associate Provost for Instruction to highlight and drive the academic mission as the primary function of the campus (see Appendix VI). Initiative One: Planning and budgeting specifically related to the 'initiation and implementation of a comprehensive, and continuing planning and budgeting process...Each plan would be based on a six-year cycle and be revisited annually'. That same Spring during the budgeting process, faculty referred to the initiatives in prioritizing items within their budget requests.

With the beginning of the 1994-95 academic year, the academic programs of the College had a new organizational structure termed "clusters" in which academically similar programs are linked together for planning and budgeting, advising, scheduling of course offerings, and mentoring students and college instructors.

Among six "initiatives" accepted by the faculty in December of 1993 was the following:

> Initiative Three: "Create a Triad of Excellence in Instruction, Scholarship and Public Service".

An integral part of "Initiative Three" is the development and adoption of an assessment package that ensures the tracking of students' academic success. In turn this will allow for more thoughtful assignment of budgeting priorities within programs and clusters, aimed at the best possible outcomes for students in those areas.

Faculty were encouraged to include in their budgeting projections information gained through this beginning assessment, *e.g.* need for additional faculty, course

offerings, other equipment or additional classroom space. Budgetary items were related to other initiatives as well.

Steps to Be Taken to Address the Concern

Quarterly fiscal reports will detail revenues and expenditures by cluster, and will be distributed to the Associate Provost for Instruction, and to each cluster. These reports will be developed and distributed by the Assistant Provost for Business Affairs and his staff.

NMSU-C Governance Committees Monitoring Concern

Academic Interests; Institutional Planning and Assessment; Instructional Resources

(C 13)

CONCERN: "There is no concrete data collection of the educational goals and/or abilities of students entering NMSU-C; therefore, no measurable outcomes of academic achievement can be determined. *(Report of a Visit, p. 29)*

Status of Concern in 1992:

Historically, the College has had some form of placement testing. Recently, it has formalized this testing process in that placement testing is now required of all entering degree-seeking students.

With the realization that placement testing provided only the very basic pieces of data relative to assessing student academic success, the College began the process of developing a comprehensive plan of assessment. This process has a variety of components and includes assessment at the course, program and Institutional level.

Steps Taken to Address the Concern

A formal Student Academic Achievement Assessment Plan has been developed by the faculty. The initial phase involved the use of data from assessments that have been ongoing. Those include the use of the ASSET, various forms of student tracking and student satisfaction. With the acceptance of the graduate outcomes the plan has been completed and will be presented to the site visitors for approval.

Steps to Be Taken to Address the Concern

An effort is underway on the campus, involving faculty and administration, that will put in place processes that encourage, and at times require, students who place at developmental levels to enroll in and succeed in developmental courses before they are allowed to enroll in a partial or full load of regular academic college-level courses.

NMSU-C Governance Committees Monitoring Concern

Academic Interests; Institutional Planning and Assessment

(C 14)

Concern: "Assessment of student academic achievement is not well-defined. *(NCA Visit Report, p. 29)*

Status of Concern in 1992:

The 1992 NCA visitation team's observation was accurate. Although the Institution was performing some pre-enrollment evaluation, little coordination or follow-up existed.

Steps Taken to Address the Concern:

In 1992 placement tests were the only tools available for assessing entering students. These tests measured skills in math, English and reading.

Team chairs began the assessment process by attempting to discover the variety of assessment techniques presently utilized by faculty. Each individual faculty member was interviewed. Similarities began to emerge.

At the same time and subsequent to a revisitation of the mission and goals/purposes of the Institution, the faculty accepted nine outcome statements which reflect the skills and abilities graduates of NMSU-C possess. Defining characteristics for each outcome were also developed. The acceptance of the outcomes, and the processing required as they were developed, led to a series of discussions which provided the foundation for the creation of a college-wide plan to assess student academic achievement.

Steps to Be Taken to Address the Concern

A formal Student Academic Achievement Assessment Plan has been developed and adopted. The Plan is comprehensive in its scope. It includes the Institution, its programs and its courses. It is ongoing and has a time line of completion by the year 1998. It will be re-evaluated regularly and changes will be made as required. The faculty realizes that assessment is an ongoing process that must be re-visited often to ascertain that appropriate responses are made to the information received.

NMSU-C Governance Committee Monitoring Concern

Academic Interests

(C. 15)

CONCERN: "Development of student program goals and objectives, and evaluation services need more delineation". *(Report of a Visit, p. 31)*

Status of Concern in 1992:

The NCA visitation team recognized the need for a concerted effort by Student Services to better define the scope of student development issues at the campus. At the time of the visit, the Assistant Provost for Student Services was attempting to provide guidance and support to Student Senate in their planning of student activities at the campus. Unfortunately, because of time constraints and job responsibilities, the ability of the Assistant Provost to provide more than minimal attention to this important area of student development was impossible.

Steps Taken to Address the Concern

Since the visit, several substantive actions have been taken to address this concern. Referral agreements and processes have been developed with local social service agencies such as the Carlsbad Mental Health Agency that dictate the appropriate methods to follow to provide speedy response to individual counseling needs. These collaborations have led to agency staff providing workshops on such topics as depression, alcohol and drug awareness, and domestic violence over the past two years. Student Activities has contracted with the Kramer Agency for the past two years to provide entertainment and cultural events during the span of the school year (five per year).

Students, faculty, classified and professional staff have developed a campus plan for health and wellness activities utilizing the *Desert High* format.

Student Activities and Student Senate have sponsored for two years a Leadership Conference to develop leadership qualities in members of the student body.

Steps to Be Taken to Address the Concern

1. Budgetary steps have been taken to provide for duties of Coordinator of Student Life to be initially budgeted at .25 time of a Student Services professional starting in January 1995.

2. Negotiations are ongoing with St. Francis Medical Center to develop an on-campus, drop-in health

center to serve the wellness and health needs of the students, staff and faculty.

3. Student needs will be assessed on a bi-annual basis and planning to address those needs will be implemented by Student Services.

NMSU-C Governance Committees Monitoring Concern

Academic Interests; Student Interests

(C 16)

CONCERN: "A review of some program advisory committee minutes found little more than discussion of what courses should be offered for an upcoming semester and what faculty would be available to teach". *(Report of a Visit, p. 32)*

Status of Concern in 1992:

Advisory committees of professionals and community leaders existed for each vocational area. Most committees were scheduled to meet every semester to discuss the needs of the community as they relate to the College programs. However, a generally accepted specific criterion for the number of meetings and committee role and responsibilities had not been established.

Steps Taken to Address the Concern

Plans have been set in motion in the various programs to establish guidelines and protocols to more effectively utilize the expertise of the advisory committees. Committees will be required to meet at least annually and appropriate documentation (minutes) will be forwarded to the monitoring committees and be included as a portion of the program review process.

Programs which previously did not have structured meetings will now be required to do so. A list of the existing advisory committees by program can be found in Appendix XVI.

Steps to Be Taken to Address the Concern

In addition to formalized meeting times and membership criteria, it will also be important to structure some similarity among all of the committees regarding the roles, responsibilities, and functions of the committees. Enrollment, graduate numbers, employment figures and feedback regarding graduates' skills and abilities need to be communicated to the members. Their feedback will be essential as we evaluate program viability and budgetary needs.

With the move to grouping similar programs into a cluster structure, some pre-existing committees may need to be restructured in their membership, roles and functions. Some committees may need to develop sub-committees of the whole which will develop a more narrow focus of both membership and function for specific programs within clusters.

Programs will develop course projections by semester that cover two or more years. This will facilitate better planning, and accurate advisement for students choosing their course of study within the programs of the cluster.

Steps to Monitor the Concern

The cluster will be responsible for the establishment of the number of sub-committees or free-standing committees it deems necessary to meet the needs of its particular programs. Overall monitoring responsibility will be held by the program and cluster and (as indicated below) ultimately by the Academic Interests and Institutional Planning and Assessment Committees, and by the Associate Provost for Instruction.

NMSU-C Governance Committees Monitoring Concern

Academic Interests; Institutional Planning and Assessment

(C 17)
CONCERN: "The occupational and transfer program reviews do not follow a standard process". *(Report of a Visit, p. 32)*

Status of Concern in 1992:

A standard occupational program review was in place. However, time frames were not standard. Review of transfer programs was not well-defined except in the form of information or success notation of individual students.

Steps Taken to Address the Concern

A committee formally titled the Student Academic Achievement Assessment Committee was formed, free-standing of the Institutional Governance System, with part of its task to include development of a standardized format for program assessment.

A standard program review process has been drafted by this committee. After it is approved by the governance system it will be implemented according to a specific time line. Although the overall format will be generalized, within the cluster structure specific programs are free to add items specific to their special needs and concerns. A process is also being developed which will reflect, by program, the graduate's success in the achievement of the graduate outcomes.

Steps to Be Taken to Address the Concern

A Vocational-Technical accreditation visit by the State Department of Vocational and Technical Education will occur on the campus in mid-April 1995.

An accreditation visit from the National League of Nursing is scheduled for February 7-9, 1995.

Representatives from each cluster are developing critical success factors for each of the nine graduate outcomes. For example, a task force is forming to address critical thinking; another is forming to study information technology and information literacy for further implementation into course curriculum.

Program reviews will follow a prescribed form of inquiry to be proposed to the faculty during the Spring 1995 Semester. It will include concerns for the continued need for the program and specific courses, the numbers of

students served and graduated, the numbers of graduates placed in their field, the expertise of the faculty, the relevancy of the curriculum, the state of equipment and other educational resources.

NMSU-C Governance Committee Monitoring Concern

Academic Interests

(C 18)

CONCERN: "The College catalog and student handbook do not contain the Student Code of Conduct, Discipline Policies and Grievance Procedure". *(NCA Visit Report, p. 35)*

Status of Concern in 1992:

The NCA visitation team was correct in its observation that the catalog and handbook did not contain the student code of conduct, discipline policies, and grievance procedure.

Steps Taken to Address the Concern:

Beginning with the 1994-95 catalog, the student code of conduct will be included in the catalog.

On a yearly basis, the Code of Conduct is reviewed to determine if changes have been made by the Discipline Office of New Mexico State University. The local documents are then revised to reflect the changes in board approved policy. After revision of the policy is complete, then catalog, student handbook and Campus Security Bulletin are revised and prepared for publication and distribution.

The Assistant Provost for Student Services maintains open communication with the University Disciplinary Officer in Las Cruces to assure notification of policy changes and also to confer on pending discipline cases.

Steps to Be Taken to Address the Concern

Development of an academic integrity statement and guidelines for students is to be undertaken by faculty and administration. The academic integrity statement can be utilized to evidence our commitment to the development of citizenship skills.

NMSU-C Governance Committees Monitoring Concern

Student Interests; Support Staff Interests

(C 19)
CONCERN: "The *Self-Study* did not provide a guide for Institutional improvement". *(Report of a Visit, p. 36)*

Status of Concern in 1992:

No formal plan was in place. Institutional improvement was being handled on an individual (instructor/program) level.

Steps Taken to Address the Concern

As part of the ongoing preparations for the NCA focus visit, the mission of the College was revisited, resulting in the adoption of a revised Mission/Goals Statement. Six initiatives were endorsed and adopted by the College community.

Individual programs and clusters adopted their own vision statements to support and reflect the mission, goals, outcomes and initiatives.

From this base, Institutional planning can move forward in a much more organized and goal-oriented manner.

Steps to Be Taken to Address the Concern

The Concern continues to be monitored. Appropriate refinements will be considered and implemented.

NMSU-C Governance Committee Monitoring Concern

Institutional Planning and Assessment

(C 20)
CONCERN: "The *Self-Study* process should involve more assessment". *(Report of a Visit, p. 36)*

Status of Concern in 1992:

Although an assessment plan was being developed, no action plan for implementation or feedback had been completed. The NCA visitation team was astute in its observation that no plans were in place for implementation of steps to address concerns revealed by the assessment process. No strategy existed for utilizing results of the assessment.

Steps Taken to Address the Concern

Several steps taken over the past year will contribute to Institutional assessment. The adoption of the six initiatives provides a framework for gathering and interpreting data related to specific plans for the Institution. The organization of the academic programs by cluster also provides an additional framework for the collection and interpretation of useful data, specific to programs, disciplines and courses. The Student Academic Achievement Assessment package currently under development will provide a major component of the Institutional assessment.

Steps to Be Taken to Address the Concern

Each cluster will develop a model for assessment unique to the curriculum of that cluster and its students' needs.

A determination on the need for and role of an Institutional Research and Assessment position will be made in the near future.

A formalized adoption, through the Institutional Governance System, will be made in regard to the Student Academic Achievement Assessment package.

NMSU-C Governance Committee Monitoring Concern

Institutional Planning and Assessment

(C 21)
CONCERN: "The College's strategic planning needs to be reviewed and updated, involving the total College community". *(Report of a Visit, p. 39)*

Status of Concern in 1992

In 1991, a five-year plan was drafted which outlined equipment needs, space utilization, faculty and staff development and affirmative action, with a fiscal focus. At the time of the 1992 NCA visit, this plan represented the only formal strategic planning document.

Steps Taken to Address the Concern

A new five year plan was developed in the Summer of 1994 with revised data and projections. This report includes statements on the Mission, the Planning process, updated Goals and Objectives, New Initiatives in Teaching, Research and Service, Program review/revision and deletion of programs, Enrollment Management and Outcomes Assessment. The details of this planning document are consistent with the planning process as described in this chapter. (for more information see *Five Year Plan, Summer, 1994.*)

With the reorganization of the governance structure, planning is an integral part of Institutional assessment, planning and budgeting. In concert with a revising of the College's Mission and Goals/Purposes, the NMSU at Carlsbad Architect committee met on a continuing basis in the Spring and Summer of 1993 to gather input from students, staff, faculty and the community concerning the future development of the campus. In July, 1993, Durham and Associates submitted a report summarizing future changes in the NMSU at Carlsbad campus. This document serves as a major component of long-range planning for facilities on campus. Changes cited in that report include: floor plans for the new Electronics Technology Program area and Computer Center, expansion of the Student Services area, relocation of the Bookstore and the addition of a food service area, relocation of the Music/Drama area and Art lab, remodeling of several classrooms, including a Nursing Laboratory, addition of two Chemistry labs, addition of an Environmental Science laboratory and the addition of a employee lounge. Future plans also include the addition of a new Multi-Use Athletic Facility and the possible upgrade of eating facilities to attract groups from the Environmental Resource Consortium and the community to utilize the campus facilities at lunch for meetings, presentations, symposiums etc. These plans are subject to revision as

we continue the assessment of future needs and Institutional effectiveness. (See NMSU at Carlsbad Architect committee report, July, 1993.)

Independent of NMSU at Carlsbad, New Mexico State University will be breaking ground on the Carlsbad Environmental Research Center in the Spring of 1995. This building will be located within the NMSU at Carlsbad's 40 acre site just south of the south driveway. This building, along with the new electronics Technology program area and computer Center building, will give the campus a multi-dimensional atmosphere. The growth and expansion of the physical facilities is an indicator of further growth and expansion.

Human Resources

Along with the growth in students the faculty and staff is also growing. As vacancies arise NMSU at Carlsbad has consistently recruited nationally to fill all open positions with well-qualified and highly recommended faculty. In addition new faculty and staff are hired each year. Recent hirings include faculty in Mathematics, Chemistry, and Psychology in 1993, two English Instructors (one to replace a vacant position), an Instructor of Criminal Justice and an Assistant Professor of Global Studies and Social Science in 1994. Through the cluster system we are assessing our future faculty needs. We are considering hiring additional instructors in the disciplines of English/Communications or English Composition/ Spanish, Modern Languages, Educational Psychology, Mathematics and Science in 1995. The addition of full-time faculty demonstrates the commitment to quality instruction and the expansion of programs to meet the local needs.

The NMSU at Carlsbad's cluster planning\budgeting process also includes faculty development. Faculty members are encouraged to attend conferences and meetings to enhance their teaching and assessment capabilities and interests, to update their knowledge of their fields, to become aware of new technologies and to participate in task forces to serve the needs of the faculty and the campus as a whole. Development priorities include:

1. Institutional initiatives (e.g. task forces attended enmass meetings and workshops in critical thinking, innovative technologies and other issues tied directly to establishing measures associated with the campus/ nine graduate outcomes.)

2. Cluster and programmatic initiatives (e.g. nursing instructors attend State Board of Nursing meetings, retrain current full-time faculty to teach new and developing technologies in vocation technical fields.)

3. Personal development (e.g. participate in wellness courses and other continuing education activities.)

A policy for sabbatical leave is outlined in New Mexico State University's Administrative Policy and Procedure Manual and is endorsed by the faculty, (See A P and P, 1993/94.)

Decision Making Process:

In Fall 1993, a campus-wide committee on committees designed a new governance structure consisting of a steering committee with oversight of seven standing committees. A Constitution and By-Laws were written to prescribe the composition of each committee, as well as voting rights, committee appointments, scope of work and the frequency of meetings. It is the responsibility of the steering committee to accept items of interest, written proposals and suggestions from the College community. The Steering Committee directs proposals and recommendations to the appropriate standing committee or administrator, receives responses, and directs appropriate replies to the college community. (See the Constitution and By-laws, Appendix V.)

Structured Assessment Processes:

In Spring 1994, the faculty and administration revisited the mission of NMSU at Carlsbad and wrote a list of nine (9) major goals and purposes for 1994-2000. A committee formulated an assessment model to provide guidelines for "self-conscious institutional analysis and further realization of the institutional mission and purposes". This document creates the basis for informed decision-making and provides opportunities for meaningful improvement. The Outcomes Assessment Plan defines outcomes, lists possible assessment tools, identifies the sources of data, identifies the user of that data, the frequency of assessment activities, and the anticipated application of the information. A flow chart in the Outcomes Assessment Document is included to show the feedback cycle. (See the Plan for Assessment of Student Academic Achievement.)

Planning: In a memorandum dated November 17, 1994, The Associate Provost outlined an overview of a

comprehensive, decentralized budgeting and planning process that is being implemented at NMSU-Carlsbad. Portions of that memorandum are paraphrased here:

Definitions

Comprehensive The process will be utilized to plan and budget all aspects and related operations of the campus (*i.e.*, a *comprehensive* approach) - addressing, to all extent possible, the needs of students for new or revised curriculum, the availability of faculty to teach curricula responsive to those changing needs, the services needed to match students to appropriate courses and fields of study, as well as the services needed to provide students with (1) tutorial assistance and continual assessment of their scholastic progress, (2) on-site acquisition of reading and study materials, (3) job placement and career counseling, (4) adequate and appropriate computer and library resources, (5) efficient and accurate billing, (6) timely information on health related issues and referrals, and (7) alumni support. These concerns should be shared by students enrolled in credit, non-credit and Elderhostel courses alike. Thus, "comprehensive" response requires input from all administrative, academic and student-leadership representatives. To date, those associated with the academic affairs unit on this campus (*i.e.* academic programs-faculty, computer labs, honors program, The Desert Sun, Phi Theta Kappa) participated in a futuristic planning process last Spring, wherein the faculty scanned the environment for needs, obstacles, and strengths, and proposed a vision of their programs in the Year 2000; they in turn identified the resources that would need to be available in order to realize that future. In tandem with the planning process, the academic affairs unit, utilizing, again, input from the faculty, generated a budget based on the plans submitted, and prioritized their needs in terms of maintaining the status quo (budgeting priorities two and three); they also identified which plans and allotted resources would align with the priorities of the administration for those plans which would help the campus as a whole (1) realize its academic initiatives, (2) realize initiatives of one or more academic programs, and (3) realize specific initiatives for faculty development.

Decentralized The intent of the new process is to gather input from across the campus, and to establish priorities for the distribution of our resources. Some "plans", regardless of their merit, may need to be "put on hold" until plans of a higher priority are funded and implemented. In any case, the campus as a whole, is

aware of our needs and available resources. The campus as a whole becomes responsible for contributing to our total welfare currently and in the future.

Planning Model

Globally, many Fortune 500 companies have progressed beyond the Total Quality Management processes introduced by Deming and Juran, and have adopted those commonly referred to as "TQM-Plus". Promoted under a myriad of different trademarked titles, the generic term of "TQM-Plus" refers to those processes which cause an organization to adopt a global approach to success and long-term survival. The approach is normally holistic and dynamic, in that it utilizes *all* of its available resources, including the intelligence and motivation of its employees and other stakeholders, to adjust *quickly and best* to the rapid changes of our global environment. In short, it causes the Institution to both *align and attune the changing environment with the changing capabilities and readiness of the organization*. The main purpose of incorporating the planning model is to be prepared for change, to be positioned ahead of competitors to respond to the change at the moment such response is necessary, and to be able and willing to continue changing in harmony with external changes. The result is a finely synchronized match between changing demands for our resources and the changing ways in which those demands can be met most efficiently and effectively ahead of our competition. The process identifies "what must be done", as defined by our consumers (*i.e.*, students and other stakeholders), as well as, "how it must be accomplished by what time", as defined by strategies planned in anticipation of assumed and expected changes. The process is ultimately designed to help the organization its own course, to realize its own vision, to create and realize its own destiny, to ultimately participate as a futuristic agent, in shaping the environment to which the organization responds.

Towards this final goal, the academic unit of the campus has participated in the preliminary stages of planning, in that each academic program: (1) developed a vision for the Year 2000, (2) presented assumptions of the future as it would influence their specific program and courses, (3) defined the scope of their program's response to anticipated changes in the external environment, (4) identified strengths and obstacles that would influence their success in realizing their visions by the Year 2000, (5) identified strategies they would incorporate to maximize their strengths and minimize their weaknesses, and (6) projected the number and scholastic standing of

the students they would serve in the Year 2000. The visions have been printed on signs that are posted around the campus for the purpose of informing stakeholders of our intentions, for the purpose of building those expectations in our stakeholders, and for the purpose of reminding ourselves that we are accountable for realizing our own envisioned futures by the Year 2000.

In tandem with these efforts, the administration units of the campus met in a retreat to undertake a comprehensive visioning process. General goals for the campus were developed and distributed during an all day faculty retreat on August 19th. Signs reflecting the administrative visions have also been posted around campus. The next steps for the administrative units to undertake will include the development of vision and scope statements, strategies and time lines for each of the non-academic programs and services, including the bookstore, continuing education, business offices, student services, the Learning Assistance Center, personnel recruitment and re-training, job placement and career counseling. Some steps have been taken in this direction through the *Student Success Model* proposed by the office of Student Services and its allied offices.

Budgeting Process

Each Fall the faculty will be provided with an overview of the budgets they submitted in the Spring of the previous year, as well as a budget of those dollars spent toward faculty development during the past year. There will be a call for all budget drafts, including job positions descriptions for new faculty, to be submitted to the Associate Provost's office in January of the next year. Each cluster and the cluster leads will develop an academic affairs budget to present to the Assistant Provost for Business Affairs and to the Provost in February, in advance of a special Advisory Board meeting in March and in advance of the Board's budget meeting in April. The clusters will be encouraged to submit the job position descriptions for new faculty in January, with the anticipation of announcing job openings nationally in February, interviewing candidates in March and April and extending offers for employment in May for contracts beginning the Fall semester. The Assistant Provost for Business Affairs will provide the clusters with quarterly reports of their expenditures to date.

Steps to Be Taken to Address the Concern

The administrative units will meet again to enhance and refine their vision statements and strategies before the

vision statements are completed in the Spring of 1995. The other administrative units (*i.e.*, other than academic) will need processes similar to or duplicating those developed by academic affairs to pool their budget requests by units. When all units have submitted their budgets to the Assistant Provost for Business Affairs and to the Provost, some negotiation of priorities and cost may be needed among the administrative so that needs, priorities and available resources can be attuned and aligned.

By Spring of 1995, the academic units will have consolidated an academic affairs budget in a format that will complement the comprehensive planning and budgeting processes. The academic affairs unit will continue to re-visit its vision and strategy statements to next identify the strategies, teams, and tasks to be implemented, empowered, and accomplished during the next academic year.

The academic affairs unit will prepare a planning and budgeting document, which will contain the vision and strategy statements of each academic program and corresponding cluster, as well as the budget proposals associated with each. It is anticipated that each of the administrative units will be able to accomplish the same for presentation to evaluators during the NCA visit in April.

A plan to most efficiently utilize computer services on the campus by the Year 2000 will be implemented.

<u>NMSU-C Governance Committee Monitoring Concern</u>

Institutional Planning and Assessment

SUGGESTIONS

(S 1)

Suggestion: "The College mission statement and purposes should be formally reviewed". (All suggestions are found on pp. 40-41 of the *Report of a Visit*)

(RELATES TO CONCERN C 1)

Response to Suggestion:

During the Fall semester of 1993, a committee comprised of representatives from the faculty, staff, administration and students of NMSU-Carlsbad, plus members of the Carlsbad community, was formed for the purpose of creating a new Mission and Goals statement. Over the course of several months, the committee re-wrote the Mission and Goals for the Institution, seeking input from the College's constituencies at each phase of the process.

The result of this effort was the production and final adoption of the a new Mission and Goals statement for NMSU-Carlsbad. Using that document as a foundation, the Institution has moved forward to address other needs and concerns. (See Appendix III for the full text of the Mission and Goals.)

(S 2)
Suggestion: "The College should develop better documentation of teacher effectiveness".

(RELATES TO CONCERN C 3)

Response to suggestion:

The faculty, with leadership provided by the Associate Provost, has undertaken several steps that will provide for better documentation of teaching effectiveness:

1) Self-evaluations by instructors will be more closely tied to the adopted initiatives and teaching to the graduate outcomes.

2) The newly-adopted "cluster" organization will allow for peer mentoring and evaluation within the cluster, for both full-time faculty and College instructors (part-time faculty).

3) The cluster will also be better suited to evaluation of the overall impact and effectiveness of the instructors within the cluster through closer and more consistent communication fostered by the new arrangement.

4) A more effective instrument for student evaluations of faculty is under discussion within the Institutional Governance committee apparatus.

Among items being considered is a mid-semester evaluation of faculty by students, in place of the current system of end-of-semester evaluations.

(S 3)

Suggestion: "A facilities/room utilization study, including a review of location and responsibility for various programs and services, should be undertaken".

(RELATES TO CONCERNS C 5, C 21)

Response to Suggestion:

During the Summer of 1994, a committee was formed and met on several occasions to discuss and determine the spacial needs of various academic programs and support services.

As a result of those meetings the committee agreed that space needs could be met through the construction of an additional wing that would provide better facilities and also consolidate the computer classrooms / laboratories and electronics/ electrical laboratory.

This would allow a more efficient use of lab technicians and provide for the meeting of other needs in the space vacated in the current buildings. These space requirements are outlined in the document prepared by Beryl Durham and Associates, Architects.

Reports were also generated that show room utilization by the academic course offerings. Most of the available classrooms are in use in the evenings, starting at 5:30 p.m., by the academic courses. Any remaining space is utilized by the Community Service/Community Interest and Adult Basic Education programs. Additional information on room usage for special events and upper division classes offered on the campus is provided by the "event" database file, maintained in the Business Office.

(S 4)
Suggestion: "A standard format for course syllabi should be considered".

(RELATES TO CONCERN C 6)

Response to Suggestion:

During the 1993-94 academic year, a series of Friday afternoon workshops were held with the full time faculty. These workshops were facilitated by the Co-Chairpersons charged with preparing for the Focus Visit.

Among the items addressed in these workshops was the formulation and adoption of nine graduate outcomes for all students pursuing the associate degree. To provide for a coordinated effort toward achieving those outcomes, it was necessary to develop a standard syllabus format for use across the college curriculum (see Appendix VIII).

With a great deal of faculty input, a new format was devised and adopted. Effective with the Fall semester in 1994, this standard format was required of all full time faculty. College Instructors (part-time faculty) were encouraged to adopt the format for the Fall, but were allowed until the Spring of 1995 to comply.

(S 5)

Suggestion: "An alumni survey needs to be conducted as part of evaluating student outcomes".

(RELATES TO CONCERN C 10)

Response to the Suggestion

Some survey work had been done among alumni, but the results had not been fully disseminated, nor had the surveys been done on an Institution-wide basis.

The College for the past three years as a function of the Career Development Center has surveyed all recent graduates to determine the work status and salary levels of the technical graduates. The Assistant Provost for Student Services has volunteered to spearhead the development and delivery of an alumni survey to be administered in the Fall of every year. The Assistant Provost has worked with the University Alumni Office to develop a database of alumni that are to be surveyed. An alumni survey will either be developed or purchased and administered before the end of the 1994-95 school year.

Inquiries have been made with the University Alumni Office as to whether there is a preferred alumni survey currently used by other branches of NMSU. There currently is not one accepted model. The Assistant Provost has ordered a sample copy of an ACT alumni survey for campus review. After the sample survey is in hand, the Assistant Provost will share the information with the members of the Executive Staff, Professional Staff, Student Interest and Faculty Interest Committees to see if it meets the needs of all parties.

A proposal is going forward that will have NMSU-C adopt the usage of the ACT Alumni Survey (2 year College form) and utilize the instrument to survey up to 500 graduates from the past 10 years. This proposal would call for the graduating class of the previous year to be surveyed in its entirety and a random sampling of graduates from the previous nine years to be contacted.

(S 6)
Suggestion: "A comprehensive student survey of both day and evening students' needs for support services should be conducted".

(RELATES TO CONCERN C 4)

Response to Suggestion:

The campus has in place several methods to informally assess student needs. A suggestion box is in place in the student lounge for students to anonymously deposit suggestions and/or questions of faculty and administration. *The Desert Sun* (student newspaper) also provides the opportunity for students to express concerns and needs by writing a letter to the editor. In both situations (suggestion box or *The Desert Sun*) a prompt response is provided by appropriate administrator to be published in *The Desert Sun*.

The Institution will continue to respond to the suggestion with the following steps:

1. Adopt the usage of the ACT Adult Learners Needs Assessment Survey to be used once a year in the Fall to survey the entire student body. The survey would be utilized every other year starting with the Fall of 1995 to determine student needs and give adequate time to respond to the expressed needs.

2. Adopt the usage of the ACT Withdrawing/Non-Returning Student Survey and utilize the instrument to survey the non-returning students in the Spring Semester who were enrolled in the Fall Semester of each year.

3. Adopt the usage of the ACT Student Opinion Survey for two-year schools to replace our existing instrument and continue to survey the entire student population in the Spring of each academic year.

4. Consider adoption of one or several of the following proposals from the Student Services Office Communication Input Task Force:

   A. Breakfast with administrators - One per month, rotate administrators. Suggested times: early morning 7-7:30 a.m. or early evening, 4-5 p.m. The format would be open.

B. Put in place exit interview to determine the reason for withdrawal; to determine whether student needs to withdraw; and if they decide to withdraw, then lay groundwork for return. Develop a training mechanism for all staff to ensure consistent collection of information and consistent responses to students.

C. Focus groups.

D. Class evaluation prior to mid term. Some students are not given the chance to evaluate faculty because they will have already withdrawn before instrument is given. Given our present format we are surveying the survivors.

(S 7)
Suggestion: "Consider establishing a physical focal entry point for visitors and enhancing the signage for the campus".

(RELATES TO CONCERN C21)

Response to Suggestion:

The Facilities and Security Committee, working with the appropriate administrators, developed a plan for improving the signage at the College.

Eight exterior signs were purchased and placed near the roads and parking lots to direct students and visitors to offices on the campus. The signs give directions to the following areas: Administration, Student Services, Admissions, Registration, Financial Aid, Adult Basic Education, Community Education, Learning Assistance Center and Nursing.

In addition to the exterior signs, numerous interior signs, using standard symbols and braille have been placed throughout the building, indicating room numbers, stairways, rest rooms and exits.

(S 8)
Suggestion: "The College should address the minimal level of student counseling being provided".

(RELATES TO CONCERN C 8)

Response to suggestion:

At the time of the 1992 NCA visit, the position of Coordinator of the Career Center was unfilled. Since that time, the position has been filled with an emphasis on career planning and academic advisement.

A classified position in the Career Development Center has been upgraded to a professional position in an effort to focus resources in the career planning area and provide professional support for all students. The job description of the Coordinator of the Higher Education and Life Planning (HELP) program has been re-written to include direct support to transitioning GED recipients and special need students into college. The campus also has letters of agreement with local social service agencies that define our interaction and provide the basis for speedy referral of students who are in need of psychological and/or personal counseling to the appropriate agency.

The Institution will continue to respond to the suggestion with the following steps.

1. Continue programming in collaboration with the Carlsbad Mental Health Association.

2. Continue negotiations with St. Francis Medical Center to develop an on-campus, drop-in health center to serve the wellness and health needs of the students, staff and faculty.

3. Have designated an office space for utilization this academic year.

(S 9)

Suggestion: "The student registration process and records available needs to be more responsive to student needs and requests"

(RELATES TO CONCERN C 10)

Response to Suggestion:

At the time of the NCA visit students had to request that official transcripts be mailed from Las Cruces, which could cause delay. That situation still exists. Virtually all other student registration processes are handled at the campus level without any inconvenience to enrolled students. Students are provided with unofficial transcripts for advising purposes and upon request.

Progress has been made with the Computing Center (CANTO) at Las Cruces so that direct data entry of admission information will be able to be started in the Fall of 1995 at the latest. As the Computing Center brings on line the VISTAS software program that will replace the existing Student Information File, opportunities will develop to allow data entry directly onto the Financial Aid, Admissions, and Student Information databases. The Registrar's Office now generates certification letters for nursing students immediately after certification of completion of requirements for their degrees. This certification allows nursing graduates to sit for their state licensing exam approximately five weeks before the degree is posted on the transcript.

The Branch Campuses are dependent upon the mainframe computing capabilities of the Las Cruces campus. Until the VISTAS software program is in place and functioning, these services cannot be enhanced. The Executive Committee has been reviewing PC-based software packages that are available on the market. Compatibility of any management systems packages with the software that is being developed is Las Cruces must be verified before a purchase can be made.

The Institution will continue to respond to the suggestion with the following steps.

1. Continue development of the campus ability to do direct online data entry of all admission information, with the target date of Fall semester 1995. E-mail and Internet links are scheduled for installation during the Summer of 1995.

2. Monitor the development of Vistas and bring into operational status the various offices as the ability of direct online data entry becomes available.

3. Adoption of a commercially prepared longitudinal database (LONESTAR) and appropriate statistical analysis packages (SPSS, SAS) to provide the basis for a campus-based Student Information Database.

4. Continue investigations of the adoption of a PC-based Degree Progress Audit System to augment academic advising.

5. Continue development of an integrated campus-wide computing network that will allow academic advisor access to student placement tests and pertinent information.

6. A detailed outline of computing plans and facilities was presented by computer science faculty at the November faculty meeting. As funding becomes available, the full plan will be adopted in phases.

(S 10)
Suggestion: "Faculty and administrative professional development related to their respective disciplines and program responsibilities should be heightened".

(RELATES TO CONCERN C 12)

Response to Suggestion:

The adoption of the "Cluster" reorganization plan provides a strong method for planning within programs and related disciplines for faculty development. The development can now be geared toward a specific set of goals and objectives within clusters, and overlapping will be minimized. Clusters will find it useful to share information gained from development opportunities.

Budgeting within clusters will also allow for more thoughtful planning for development and its costs.

During the Fall semester in 1994, the faculty overwhelmingly endorsed a resolution regarding sabbatical leave related to faculty development. The text of the resolution as approved by the faculty follows:

> The full time faculty of New Mexico State University at Carlsbad fully endorse the concept of sabbatical leave as a viable tool for faculty renewal and development. We will encourage the Administration and our colleagues to actively promote the idea in the coming semesters, and to integrate the concept as an important component of faculty development.
>
> A special budget account has been established to fund task forces (composed of representatives from each cluster) on matters of interest to faculty or the campus as a whole.